

Promoting Self-Competence
in Children and Youth
with Disabilities

On the Road to *Autonomy*

Edward E. Powers
George H.S. Singer
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Foreword by Katherine Acker

On The Road To Autonomy Promoting Selfcompetence In Children And Youth With Disabilities

Robert Evert Cimer



On The Road To Autonomy Promoting Selfcompetence In Children And Youth With Disabilities:

On the Road to Autonomy Laurie Powers, George H. S. Singer, Jo-Ann Sowers, 1996 This book integrates theory and practice and offers effective and proactive strategies to encourage self competence in all children It illustrates how young people with a wide range of disabilities can lead self directed lives

Handbook of Research-Based Practices for Educating Students with Intellectual Disability Karrie A. Shogren, 2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness

Handbook of Youth Mentoring David L. DuBois, Michael J. Karcher, 2005-03-08 The Handbook of Youth Mentoring provides the first scholarly and comprehensive synthesis of current theory research and practice in the field of youth mentoring Editors David L DuBois and Michael J Karcher along with leading experts in the field offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people The Handbook explores not only mentoring that occurs within formal programs such as Big Brothers Big Sisters but also examines natural mentoring relationships that youth establish with adults outside of such programs

Handbook of Effective Inclusive Schools James McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2014-05-16 Over the last decade the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed Effectiveness is addressed within the current movement toward multi tiered systems of support and evidence based practices that meet the demands of high stakes accountability

Adapted Physical Activity Robert D. Steadward, Garry D. Wheeler, E. Jane Watkinson, 2003-08-01 The field of Adapted Physical Activity is a rapidly expanding area in post secondary education As the profession grows so does the demand for new texts that challenge students to think critically Adapted Physical Activity edited by Steadward Wheeler and Watkinson is a textbook that combines up to date information with a critical thinking approach Based on a core theme of inclusion this text examines the spectrum of adapted physical activity from school community and

international disability sports perspectives This comprehensive examination provides the reader with a unique and up to date insight into the scope of adapted physical activity The text deals with a variety of important issues ranging from the provision of equal access to active living opportunities schools and communities to instructional and educational issues to the history of disability sport and issues regarding sports performance in athletes with disability Contributions by a who s who of Canadian experts render this text a must have for instruction in the area of Adapted Physical Activity or Education at all levels of post secondary education The text is constructed in a flexible thematic and modular format allowing instructors at all levels of post secondary education undergraduate and graduate to select areas for study or integrate various selections of chapters into individual courses **The Oxford Handbook of Positive Psychology and Disability** Michael L.

Wehmeyer,2013-07-25 Roughly 54 million people with disabilities live in the U S and there are many more millions of people with disabilities around the world Not surprisingly differences among and between people with disabilities are often as notable as differences between people with and without disabilities And while the lack of homogeneity among people with disabilities makes creating a valid taxonomy under this term difficult if not impossible there is commonality among and between people with disabilities that justifies an authoritative resource on positive psychology and disability That is they have experienced discrimination and marginalization as a function of their disability This volume assembles chapters by leading scholars in the fields of disability and positive psychology to provide a comprehensive synthesis of the state of the field of positive psychology and disability Chapters are organized into thematic sections beginning with an introductory section providing information on overarching themes in positive psychology and disability The second section highlights the application of positive psychological constructs to disability including quality of life self determination adaptive behavior optimism hope problem solving forgiveness gratitude and spirituality The following section addresses systemic issues in disability that impact positive psychology again turning to disciplines beyond just psychology special education rehabilitation sciences family and disability policy to address areas in which positive psychology can be applied A fourth section examines positive psychology in specific disabled populations including physical disabilities cognitive and developmental disabilities severe multiple disabilities emotional and behavioral disabilities and autism spectrum disorders Disability has always been associated with differentness and consequently people with disabilities have throughout time been treated as such As the first handbook to consider disability from a strengths based perspective this volume provides a catalyst to accelerate the application of positive psychology with regard to how disability is understood **Teaching Adolescents With Disabilities:**

Donald D. Deshler,Jean B. Schumaker,2005-11-02 Get the blueprint for building bridges that leave no learner behind Teaching Adolescents With Disabilities is the gold standard for proven methods of teaching students with disabilities at the secondary level Developed by one of the most respected research teams in special education this resource provides teachers and administrators with detailed and practical knowledge of research validated practices that have been effective for

adolescents with disabilities Aligned with current Individuals with Disabilities Acts IDEA and No Child Left Behind NCLB requirements these proven strategies can break down the barriers to academic success while opening doors to the complex curriculum of secondary schools Donald D Deshler and Jean B Schumaker are highly attuned to these students special needs and the skills and methods required to teach them effectively including Practical planning advice interventions and learning strategies Tips for leveraging technology to promote student success Strategies for planning transition beyond high school Real life examples and illustrations to facilitate implementation Methods for designing instructional materials that maximize curriculum access and student achievement With this resource practitioners can gain the in depth knowledge that will enable them to close the performance gap for middle and high school students with disabilities Handbook of Adolescent Transition Education for Youth with Disabilities Karrie A. Shogren, Michael L. Wehmeyer, 2020-05-26 Now in a thoroughly revised and updated second edition this handbook provides a comprehensive resource for those who facilitate the complex transitions to adulthood for adolescents with disabilities Building on the previous edition the text includes recent advances in the field of adolescent transition education with a focus on innovation in assessment intervention and supports for the effective transition from school to adult life The second edition reflects the changing nature of the demands of transition education and adopts a life design approach This critical resource is appropriate for researchers and graduate level instructors in special and vocational education in service administrators and policy makers and transition service providers

Preparing Children With Disabilities for Life Robert Evert Cimera, 2002-12-17 Educating students with disabilities is a team process By federal law parents must be involved in the development of their child s educational plan Unfortunately few parents or regular educators understand special education its terms philosophies and processes This book explains in layperson terms what special education is and how to make the special education process more successful for everyone involved Chapters cover history and legalities of preparing children with disabilities for life transition of families preparation for employment residential living community adjustment interpersonal relationships life long learning and developing educational plans Hundreds of additional resources for parents of children with disabilities including lists of professional organizations useful websites support groups and other books for further learning on special education are also provided While intended for parents and family members of children with disabilities it will also be of interest to educators who are unfamiliar with special education as well as special educators who are new to the field *Handbook of Psychosocial Characteristics of Exceptional Children* Vicki L. Schwean, Donald H. Saklofske, 2013-06-29 Research has documented the reciprocal effects of exceptionality and secondary psychosocial and behavioral characteristics This in depth handbook examines the categories of exceptionality most often described in educational behavioral and health practices Leading authorities from psychology education and medicine evaluate the key characteristics of particular exceptionalities from the vantage point of theory research assessment and intervention **International Review of Research in Mental**

Retardation ,2003-11-14 Language and communication problems have long figured prominently in the definition of mental retardation Volume 27 of the International Review of Research in Mental Retardation focuses exclusively on these language and communication issues The pace of research on language learning and use in mental retardation has increased in recent years and taken new direction This revitalization has been fueled by three factors 1 advances in genetic technologies allowing investigation of the behavioral phenotypes of well defined syndromes 2 an increased emphasis on maximizing abilities of individuals with mental retardation to live and succeed in a broader range of contexts and settings and 3 theoretical debates concerning the mechanisms of language development and the nature of the human mind Contents in Language and Communication in Mental Retardation include syndromes e g Down syndrome Williams syndrome domains of language skill e g reading and intervention strategies Contains the most current research on genetic syndromes including Williams syndrome Down syndrome and fragile X syndrome Outlines the most current research on language and communication intervention for persons with mental retardation Authors consider the implications of the research reviewed for both theory and clinical practice Authors bring state of the art knowledge of cognitive science developmental science linguistic and behavioral genetics to bear on important questions about language and mental retardation Includes new research on long studied conditions e g Down syndrome and disorders that are of only recent interest to child language researchers e g fetal alcohol syndrome Includes a consideration of nonverbal as well as verbal communication

Inclusive Education for Students with Intellectual Disabilities Rhonda G. Craven,Alexandre J. S. Morin,Danielle Tracey,Philip D. Parker,Hua Flora Zhong,2015-02-01 As a social justice endeavor one of the goals of inclusive education is to bolster the education of all students by promoting equal opportunities for all and investing sufficient support curriculum and pedagogy that cultivates high self concepts emphasizes students strengths rather than weaknesses and assists students to reach their optimal potential to make a contribution to society Dedicated to the identification of international strategies to achieve this goal Inclusive Education for Students with Intellectual Disabilities presents examples of theory research policy and practice that will advance our understanding of how best to educate and more generally structure educational environments to promote social justice and equity Importantly this discussion transcends research methodology context and geographical locations and may lead to far reaching applications As such the focus is placed on research derived educational and psycho educative practices that seed success for students with intellectual disabilities in inclusive educational settings and the volume showcases new directions in theory research and practice that may inform the education and psychosocial development of students with intellectual disabilities globally The chapter contributors in this volume consist of 31 scholars from ten different countries and they come from a great variety of research areas i e teacher education educational psychology special education and disability policy special needs and inclusive education health sciences This volume with a series of subsections offers insights and useful strategies to promote meaningful advances for students with intellectual

disabilities globally Handbook of Educational Psychology and Students with Special Needs Andrew J. Martin, Rayne A. Sperling, Kristie J. Newton, 2020-02-18 Handbook of Educational Psychology and Students with Special Needs provides educational and psychological researchers practitioners policy makers and graduate students with critical expertise on the factors and processes relevant to learning for students with special needs This includes students with attention deficit hyperactivity disorder other executive function difficulties behavior and emotional disorders autism spectrum disorder intellectual disabilities learning disabilities dyslexia language and communication difficulties physical and sensory disabilities and more With the bulk of educational psychology focused on mainstream or typically developing learners relatively little educational psychology theory research measurement or practice has attended to students with special needs As clearly demonstrated in this book the factors and processes studied within educational psychology motivation and engagement cognition and neuroscience social emotional development instruction home and school environments and more are vital to all learners especially those at risk or disabled Integrating guidance from the DSM 5 by the American Psychiatric Association and the International Classification of Diseases ICD 10 by the World Health Organization this book synthesizes and builds on existing interdisciplinary research to establish a comprehensive case for effective psycho educational theory research and practice that address learners with special needs Twenty seven chapters by experts in the field are structured into three parts on diverse special needs categories perspectives from major educational psychology theories and constructs relevant to special needs learning development and knowledge building **Handbook of Effective Inclusive Elementary Schools** James McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2021-10-26 Now in its Second Edition this seminal handbook offers a comprehensive exploration of how students with disabilities might be provided classrooms and schools that are both inclusive and effective With an enhanced focus on the elementary level this new edition provides readers with a richer more holistic understanding of how inclusive settings operate in K 5 featuring expanded chapters on principal engagement teacher preparation district level support school based improvement practices and more Fully revised and updated to reflect changes in the field each chapter synthesizes the research explores if and how this knowledge is currently used in schools and addresses the implications for practice and directions for future research *Development of Self-Determination Through the Life-Course* Michael L. Wehmeyer, Karrie A. Shogren, Todd D. Little, Shane J. Lopez, 2017-02-16 This volume examines the developmental aspects of the general psychological construct of self determination The term refers to self vs other caused action to people acting volitionally as based on their own will Research conducted in the fields of psychology and education shows the importance of self determination to adolescent development and positive adult outcomes The first part of this volume presents an overview of theories and historical antecedents of the construct It looks at the role of self determination in major theories of human agentic behavior and of adolescent development and individuation The second part of the volume examines the developmental origins and the trajectory of self

determination in childhood adolescence and adulthood and looks at aging aspects The next part presents studies on the evolutionary aspects individual differences and healthy psychological development The last part of the book covers the development of causal and agentic capability

Teaching Students with Moderate and Severe Disabilities Diane M. Browder, Fred Spooner, 2011-07-06 This book has been replaced by Teaching Students with Moderate and Severe Disabilities Second Edition 978 1 4625 4238 3

THEORY IN SELF-DETERMINATION Michael L. Wehmeyer, Brian H. Abery, Dennis E. Mithaug, Roger J. Stancliffe, 2003-01-01 This text provides a comprehensive overview of three theoretical perspectives proposed during the past decade addressing the self determination construct as it applies to the field of special education The three models were selected primarily because they have focused on defining and categorizing self determination for all students with disabilities including students with mental retardation and other cognitive disabilities These models are intended to provide students and practitioners a solid grounding in self determination theory All models have been evaluated among students with cognitive disabilities but are applicable to all students with or without disabilities The authors research each model and have applied their own theoretical framework to special education ensuring that interventions to promote skills like problem solving goal setting decision making and self advocacy are in place for all students By reading this text the reader will gain a solid theoretically based foundation in understanding the self determination construct which ultimately supports the development of instructional interventions that enable students with disabilities to become self determined It will be useful as a text in upper undergraduate and graduate courses in special education psychology social work welfare general education vocational rehabilitation and disability studies

Including Families of Children with Special Needs Carrie Scott Banks, Sandra Feinberg, Barbara A. Jordan, Kathleen Deerr, Michelle Langa, 2014 More than 6 5 million children in the US receive special education services in any given community approximately one child out of every six will get speech therapy go to counseling attend classes exclusively with other children with disabilities or receive some other service that allows him or her to learn This new revised edition is a step by step guide to serving children and youth with disabilities as well as the family members caregivers and other people involved in their lives The authors show how staff can enable full use of the library's resources by integrating the methods of educators medical and psychological therapists social workers librarians parents and other caregivers Widening the scope to address the needs of teens as well as preschool and school age children this edition also discusses the needs of Spanish speaking children with disabilities and their families looking at cultural competency as well as Spanish language resources Enhanced with checklists stories based on real experiences descriptions of model programs and resources and an overview of appropriate internet sites and services this how to gives thorough consideration to Partnering and collaborating with parents and other professionals Developing special collections and resources Assessing competencies and skills Principles underlying family centered services and resource based practices The interrelationship of early intervention special education and library service This manual will prove valuable not only to

children's services librarians outreach librarians and library administrators but also early intervention and family support professionals early childhood and special educators childcare workers daycare and after school program providers and policymakers

Handbook of Positive Psychology in Intellectual and Developmental Disabilities Karrie A. Shogren, Michael L. Wehmeyer, Nirbhay N. Singh, 2017-09-21 This handbook examines the wide ranging applications of positive psychology in the field of intellectual and developmental disabilities It discusses the change in perceptions of disability and the shifting use of traditional deficit based treatments It presents evidence based approaches and strategies that promote individuals strengths and capacities and as well as provide supports and services to enhance quality of life Chapters address medical and psychological aspects in intellectual and developmental disabilities such as mindfulness motivation physical well being and self regulation The book also discusses uses of assessment practices in evaluating interventions and client outcomes In addition it explores ways practitioners with positive psychology can focus on what a person is capable of achieving thereby leading to more effective approaches to care and treatment Topics featured in the Handbook include Translating the quality of life concept into practice The Casual Agency Theory and its implications for understanding self determination The Mindfulness Based Individualized Support Plan MBISP and its use in providing support to people with intellectual and developmental disabilities The unique role that friendship plays to people's lives and social well being Supported Decision Making SDM as an alternative to guardianship A positive psychology approach to aging and retirement The Handbook of Positive Psychology in Intellectual and Developmental Disabilities is a must have resource for researchers professors and graduate students as well as clinicians and related professionals in clinical child and school psychology behavioral therapy social work applied behavioral analysis recreational therapy occupational therapy education speech and language pathology psychiatry clinical medicine and nursing

School Success for Children with Special Needs Amy James, 2008-01-09 A new book in the Knowledge Essential series School Success for Children with Special Needs offers parents a guide for understanding and navigating the often confusing special education system to ensure that your child gets the best education possible It tells you How to know if your child has a physical learning or emotional disability How the latest changes to the Individuals with Disabilities in Education Act IDEA the Americans with Disabilities Act ADA and the No Child Left Behind Act NCLB effect your child's education How to help formulate your child's Individual Family Services Plan IFSP or Individualized Education Program IEP Information on the many ways schools and teachers can accommodate for children with disabilities How to assess our child's progress How can you help your child be successful at school and in life by reinforcing basic skills at every age How to plan for transitioning your child to the wider world The kind of paperwork you can expect to encounter

Unveiling the Power of Verbal Art: An Emotional Sojourn through **On The Road To Autonomy Promoting Selfcompetence In Children And Youth With Disabilities**

In some sort of inundated with monitors and the cacophony of immediate interaction, the profound power and psychological resonance of verbal art frequently disappear in to obscurity, eclipsed by the regular barrage of noise and distractions. However, situated within the musical pages of **On The Road To Autonomy Promoting Selfcompetence In Children And Youth With Disabilities**, a charming perform of fictional splendor that pulses with organic thoughts, lies an memorable trip waiting to be embarked upon. Composed by a virtuoso wordsmith, this exciting opus guides readers on a mental odyssey, lightly exposing the latent possible and profound influence embedded within the complicated web of language. Within the heart-wrenching expanse of this evocative analysis, we will embark upon an introspective exploration of the book is central themes, dissect its interesting publishing model, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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